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ABSTRACT

The Exit Skills Summer Learning Academies of the Detroit Public Schools (Michigan) provided additional instruction to students in kindergarten and grades one and two who did not master specific objectives during the regular school year. A total of 174 schools participated, and 7,675 students received program services. The primary feature of the summer academies was smaller class size. To determine staff and parent perceptions of the summer academy, questionnaires were distributed to principals, staff, and parents at 54 randomly selected schools. Twenty-seven principal questionnaires, 148 teacher questionnaires, and 395 parent questionnaires were returned. These responses indicate that staff and parents would like the Exit Skills Summer Learning Academies to continue. However, teachers were concerned about excessive paperwork, limited in-service training, and the need for additional support staff. In general, parents indicated a preference for a longer summer session. Administrators indicated that an earlier delivery of materials would have been helpful, and that the reduction of staff pay lessened teachers' interest in participating. Teachers, parents, and administrators were pleased that the program allowed for individualized instruction. An appendix contains the parent and staff questionnaires. (Contains 14 tables.) (SLD)

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ED 429 139

The Exit Skills Summer Academies Staff and Parents' Perceptions

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PROGRAM FACTS

Name of Program	:	Exit Skills Summer Academies
Funding Year	:	Summer, 1998
Purpose of Program	:	The Exit Skills Summer Academies: 1) strengthen learning of essential skills, 2) improve student performance
Features of Program	:	1) Individualized instruction 2) Smaller class size
Funding Source	:	Title I
Number and Level of Participants	:	174 schools 7,675 students Students in grades kindergarten, one and two in all district elementary schools
Staffing Pattern	:	One building administrator Teachers in grades kindergarten, one and two
Instructional Time	:	Four hours per day, five days per week, or Five hours per day, four days per week Four weeks
Equipment and Materials	:	Exit Skills Curriculum Guides and Content Area Summer Support Packages
First Year Funded	:	1998
Project Director	:	Juanita Clay-Chambers

The Exit Skills Summer Learning Academies
Staff and Parents' Perceptions

Purposes and Features

The Exit Skills Summer Learning Academies (ESSLA) provided additional instruction to students in kindergarten, and grades one and two who did not master specific objectives during the regular school year. A total of one hundred seventy-four (174) schools participated in the Exit Skills Summer Learning Academies. Seven thousand, six hundred seventy-five (7,675) students in kindergarten, grades one and two received program services. The average class size was ten students. This allowed teachers an opportunity to provide individualized instruction.

The primary feature of this summer academy is the smaller class size, which should strengthen the students' learning of essential skills and improve their school performance.

The purpose of this assessment is to assess the status of the summer academy, assess the staff and parents' perceptions of the program, and to collect and process information relevant of the strategies and outcomes of the summer academy. The data provided will assist the principals, teachers and parents, as well as the Division of Educational Services in its process of viewing the instruction, curriculum, building, training and professional development of the summer academy.

Methodology

To ascertain staff and parents' perceptions of the summer academy, two questionnaires were developed and distributed by the Detroit Public Schools, Office of Research, Evaluation and Assessment. Questionnaires were distributed to principals, staff and parents of 54 randomly selected schools. Twenty-seven (27) principal questionnaires were returned, one hundred forty-eight (148) teacher questionnaires were returned and three hundred ninety-five (395) parent questionnaires were returned. A total of 38 schools returned questionnaires and a total of five hundred sixty-nine forms were completed.

Description of the Survey Instruments

The Parents' Perception Survey consisted of ten items (see Appendix). Items 1-8 presented statements and asked parents to indicate their agreement with the statement. The survey asked their understanding of the Exit Skills Summer Learning Academies and the Exit Skills Program. Parents were asked to respond by indicating a "Yes" or "No" after each item.

Items 9 and 10 were open-ended questions. Parents were asked to indicate their likes and dislikes of the Exit Skills Summer Learning Academies.

The Parents' Perception Survey was designed to collect information about the following.

- Parents' notification of the Exit Skills Summer Learning Academies
- Understanding of the purpose of the Exit Skills Summer Learning Academies
- The effects of the Exit Skills Summer Learning Academies on student achievement
- Program satisfaction
- Parental support
- Program strengths and weaknesses

The Staff Perceptions Survey instrument consisted of twenty-five items (see Appendix). The survey instrument asked staff to indicate their position of either administrator or teacher, and whether they were a staff member in the building during the regular school year.

The Staff Perceptions Survey was designed to collect information about the following.

- In-service training
- The importance of Exit Skills
- The effects of the Exit Skills Summer Learning Academies on student achievement
- Supplies
- Teacher support of the Exit Skills Summer Learning Academies
- Staff perception of parent and student notification
- Staff perceptions of parents' support of the Exit Skills Summer Learning Academies
- Staff satisfaction with the Exit Skills program
- School environment
- The number of training sessions attended
- The effects of the training session on understanding Exit Skills
- The Exit Skills Video
- Class size
- Familiarity of students to staff. (Same students taught during regular school year.)
- Strengths, weaknesses and recommendations

Items 1-17 asked staff to respond for each statement by selecting from one of the four responses: "Strongly Agree", "Agree", "Disagree" or "Strongly Disagree".

Item 18 asked staff to provide the number of Exit Skills training sessions they attended. Items 19 and 21 asked staff to respond to the degree the training sessions assisted them in understanding the Exit Skills Program and to what degree the videotape assisted them. Staff responded by selecting one of four responses: "Not At All", "Somewhat", "Quite A Bit", and

"A Great Deal". Item 20 asked staff to respond by selecting "Yes" or "No" to viewing the Exit Skills videotape.

Item 22 asked only Exit Skills teachers to respond: A) How many Exit Skills Summer Learning Academies students are enrolled in your class? B) How many of the Exit Skills Summer Learning Academies students in your class were taught by you during the 1997-98 school year?

Items 23-25, were open-ended questions which asked respondents to consider the major weakness, major strength and recommendation for improving the Exit Skills Summer Learning Academies.

Analysis of the Data

Parents Perceptions of the Exit Skills Summer Learning Academies

Three hundred ninety-five parents responded to the Parents' Perception Survey from a total of 38 different school.

Parent Notification. Three hundred forty-six (89.9%) of the parents said "Yes" when asked did they receive sufficient advance notification about the Exit Skills Summer Learning Academies. Thirty-nine (10.1%) said "No" to this question.

Purpose. Three hundred seventy-seven (95.9%) of the parents said "Yes" when asked if they understood why their child must meet the Exit Skills and sixteen (4.1%) said "No". Most parents (370 or 93.9%) said, "Yes" when asked if they understood the purpose of the Exit Skills Academy.

Student achievement. When asked if this program is helping their child improve his/her academic skills, 386 of the 392 parents (98.5%) said "Yes" and six (1.5%) said "No".

Satisfaction. Three hundred ninety (99.2%) responded "Yes" when asked if they were pleased that their child was enrolled in the Exit Skills Program.

Support. Nearly all of the parents (99.2%) said, "Yes" when asked if parental support is necessary to insure the successful operation of the Exit Skills Program. When asked if other parents and other community members believe their children need to attain Exit Skills, 343 or 92.7 percent said "Yes" and 27 or 7.3 percent said "No". Fewer parents (332 or 92.7 percent) responded "Yes" when asked if other parents and other community members seem to be supportive of the Exit Skills Program.

Strengths. Item nine asked parents to indicate what they like best about the Exit Skills Summer Learning Academies. Eight-six (86) parents felt that the program helped their child(ren). Forty-nine (49) parents responded by saying that the program provided skills for

improvement and their child improved. Thirty-one (31) parents said that the smaller class size provided additional attention and tutoring. Fifteen (15) parents said that the field trips and breakfast were beneficial.

Weaknesses. When parents were asked to list what they like least about the Exit Skills Summer Learning Academies, sixty-six (66) said "Nothing". Fifty-four (54) parents felt that the program was too short and that it should last longer. Nine (9) parents expressed a need for more academic materials and homework. Eight (8) parents felt that the program was limited to only a select group of students. A total of twenty-one (21) parents did not comment.

Table 1

Summary of Parents' Perception of the Exit Skills Summer Learning Academies

Question #		Response		
		Yes	No	Total
		N (%)	N (%)	N
1.	I received sufficient advance notification about the Exit Skills Summer Academy.	346 (89.9)	39 (10.1)	395
2.	I understand the purpose of the Exit Skills Summer Academy.	370 (93.9)	24 (6.1)	394
3.	This program is helping my child improve his/her academic skills.	386 (98.5)	6 (1.5)	392
4.	I am pleased my child is enrolled in this program.	390 (99.2)	3 (0.8)	393
5.	I understand why my child must meet the Exit Skills.	377 (95.9)	16 (4.1)	393
6.	Parental support is necessary to insure the successful operation of the Exit Skills Program.	386 (99.2)	3 (0.8)	389
7.	Other parents and community members believe children need to attain Exit Skills.	343 (92.7)	27 (7.3)	370
8.	Other parents and community members seem to be supportive of the Exit Skills Program.	332 (92.7)	26 (7.3)	349

Administrators' Perceptions of the Exit Skills Summer Learning Academies

There were twenty-seven administrators who responded to the Staff Perception Survey, however, not all administrators answered this question. Only selected items are highlighted in the narrative. The majority (84.2%) of the administrators surveyed were regular staff members in the building (see Table 2). Table 3 reports Administrator's Perceptions of the Exit Skills Summer Learning Academies.

Table 2

Number and Percent of Exit Skills Summer Learning Academies Administrators Working In Their Regular Building

Number answering item = 19

	Response		
	Yes	No	Total
	N (%)	N (%)	N
Are you a regular staff member in this building?	16 (84.2)	3 (15.8)	19

Importance of Exit Skills. Sixteen (59.3%) of the administrators responded "Strongly Agree" when asked, if they regard Exit Skills as an important element of student achievement (Item 4). Nearly all (96.2%) felt that the teachers regard Exit Skills as an important element of student achievement (Item3).

Student achievement. Eighteen (66.7%) of the twenty-seven (27) administrators agreed that overall, "Teachers in this school seem to feel that the Exit Skills Summer Learning Academies will result in improved achievement" and 29.6% strongly agreed (Item 5). This compares with 96.2% of the administrators responding either "Agree" or "Strongly Agree" when asked, will the Exit Skills Summer Learning Academies result in improved achievement (Item 6).

Sufficient supplies. Most administrators (96.2%) believe that overall, "Teachers in this school seem to feel that they have supplies on hand to insure the smooth operation of the Exit Skills Summer Learning Academies" (Item 7). Nearly all (98%) of the twenty-five (25) administrators "Strongly Agreed" or "Agreed" that they have supplies on hand to insure a smooth operation of the Exit Skills Summer Learning Academies (Item 8).

Teacher support. Most administrators (96.1%) also feel that overall, "The teachers in this building seem to be supportive of the Exit Skills Summer Learning Academies" (Item 9). Furthermore, all (100%) responded "Strongly Agree" or "Agree" when asked, "I am supportive of the Exit Skills Summer Learning Academies" (Item 10).

Notification. When administrators were asked if students received sufficient advance notification about the Exit Skills Summer Learning Academies, 77.7% of the administrators responded favorably (Item 12). Only 70.3% thought parents were notified timely (Item 11). Yet, 84.6% of the administrators felt that they had received sufficient advance notification (Item 13).

School environment. Four of five administrators (81.5%) reported "Strongly Agree" or "Agree" when asked, "This school is neat, bright, clean and comfortable" (Item 17). Slightly more, 85.2%, feel that the morale is very good at their school (Item 16).

Table 3

Summary of Administrators' Perceptions of the Exit Skills Summer Learning Academies

Question #		Response				
		SA	A	D	SD	Total
		N (%)	N (%)	N (%)	N (%)	N
1.	Overall, the teachers in this school seem to feel that they have received sufficient in-service training to implement the Exit Skills Program.	4 (14.8)	10 (37.0)	11 (40.7)	2 (7.4)	27
2.	I received sufficient in-service training to implement the Exit Skills Program.	3 (12.0)	11 (44.0)	10 (40.0)	1 (4.0)	25
3.	Overall, the teachers in this school seem to regard Exit Skills as an important element of student achievement.	8 (30.8)	17 (65.4)	1 (3.8)	0 (0.0)	26
4.	I regard Exit Skills as an important element of student achievement.	16 (59.3)	10 (37.0)	1 (3.7)	0 (0.0)	27
5.	Overall, the teachers in this school seem to feel that the Exit Skills Summer Academy will result in improved achievement.	8 (29.6)	18 (66.7)	1 (3.7)	0 (0.0)	27
6	I feel that the Exit Skills Summer Academy will result in improved achievement.	10 (38.5)	15 (57.7)	1 (3.8)	0 (0.0)	26
7.	Over all, teachers in this school seem to feel that they have supplies on hand to insure the smooth operation of the Exit Skills Summer Academy.	6 (24.0)	18 (72.0)	1 (4.0)	0 (0.0)	25

Table 3

Summary of Administrators' Perceptions of the Exit Skills Summer Learning Academies (Continued)

Question #		Response				
		SA	A	D	SD	Total
		N (%)	N (%)	N (%)	N (%)	N
8.	I have supplies on hand to insure the smooth operation of the Exit Skills Summer Academy.	8 (32.0)	16 (64.0)	1 (4.0)	0 (0.0)	25
9.	Overall, the teachers in this building seem to be supportive of the Exit Skills Summer Academy.	7 (26.9)	18 (69.2)	1 (3.8)	0 (0.0)	26
10.	I am supportive of the Exit Skills Summer Academy.	15 (55.6)	12 (44.4)	0 (0.0)	0 (0.0)	27
11.	Parents received sufficient advance notification about the Exit Skills Summer Academy.	11 (40.7)	8 (29.6)	6 (22.2)	2 (7.4)	27
12.	Students received sufficient advance notification about the Exit Skills Summer Academy.	12 (44.4)	9 (33.3)	5 (18.5)	1 (3.7)	27
13.	I received sufficient advance notification about the Exit Skills Summer Academy.	9 (34.6)	13 (50.0)	3 (11.5)	1 (3.8)	26
14.	Parents support the Exit Skills Summer Academy.	8 (29.6)	17 (63.0)	2 (7.4)	0 (0.0)	27
15.	The staff is satisfied with the overall Exit Skills Program.	5 (18.5)	15 (55.6)	7 (25.9)	0 (0.0)	27
16.	Staff morale is very good at this school.	9 (33.3)	14 (51.9)	3 (11.1)	1 (3.7)	27
17.	This school is neat, bright, clean and comfortable.	7 (25.9)	15 (55.6)	3 (11.1)	2 (7.4)	27

In-service training. As reported on Table 4, administrators attended an average of 2.5 Exit Skills training sessions. Ninety-two percent attended at least one training session. Eight percent did not attend any training session. When asked, "To what degree did the training sessions assist you in understanding the Exit Skills Program?" only one (3.8%) said "Not at All" (Item 19).

Table 4

Number of Exit Skills Training Sessions Attended by Administrators

Question 18: How many Exit Skills training sessions have you attended?		
Number of Sessions	Number of Administrators	Percent of Administrators
0	2	8.0%
1	7	28.0%
2	9	36.0%
3	5	20.0%
4	2	8.0%

Nearly three out of the four administrators viewed the Exit Skills tape (see Table 5). When asked, "To what degree did the video tape assist you in understanding the Exit Skills Program, five (23.8%) said "Not at All" (see Table 6).

Table 5

Number and Percent of Administrators Viewing the Exit Skills Video

Item	Question	Responses		
		Yes	No	Total
		N (%)	N (%)	N
20	Have you viewed the Exit Skills tape?	20 (74.1)	7 (25.9)	27

Table 6

Administrator's Perceptions of the Exit Skills Summer Learning Academies Training Sessions

Question #		Response				
		Quite A Bit	Somewhat	A Great Deal	Not at All	Total
		N (%)	N (%)	N (%)	N (%)	N
19.	To what degree did the training sessions assist you in understanding the Exit Skills Program?	14 (53.8)	7 (26.9)	4 (15.4)	1 (3.8)	25
21.	To what degree did the videotape assist you in understanding the Exit Skills Program?	5 (23.8)	11 (52.4)	0 (0.0)	5 (23.8)	21

Weaknesses. Open-ended question 23 asked administrators to indicate one major weakness of the Exit Skills Summer Learning Academies, six (6) felt that the materials arrived too late, and that there was not enough time to accomplish goals. Three (3) administrators said that the reduction of staff pay lessens the interest. Four (4) administrators said that parents were not aware of the importance of the program.

Strengths. Question 24 asked administrators to indicate the major strength of the Exit Skills Summer Learning Academies. Eight (8) responded by stating that the program allowed individualized instruction. Fifteen (15) administrators said the teachers knew exactly what materials needed to be covered and it provided an opportunity to strengthen skills.

Recommendations. Question 25 asked, "What are your recommendations for improving the Exit Skills Summer Learning Academies?" The responses are as follow:

- Two days training of Exit Skills
- Students can improve if teachers work with not more than three students, four at the most. Teachers should have some help with additional paper work. Time taken away from teaching does "not" help the students.
- Planning for the summer academy should begin in January. Teachers should know by January if they will teach at the academy so that preparation can be done in advance.
- Improve lunches for children so they will desire to eat them. Pay staff members the regular salary during the summer program. In-service all teachers, including grades 6-8.
- Begin preparation sooner. Time for regular schoolteachers and summer academy teachers to assess student's needs together should be given.
- An in-service on how to use the assessment and grading information.
- The teachers need to be in-serviced sooner and more sessions are needed for questions and answers. We were only in-serviced for five hours. That short of a session was not enough to comprehend all the information given to them.
- Assign an administrator to work specifically with Exit Skills Academy.
- The number of days of student's attendance should be increased.
- Next year should be improved because we will have more experience with the Exit Skills Summer Program and more time to prepare. However, I do think some key skills should be identified for each grade level, rather than trying to work on so many different skills. There are several of the same skills that all students (in the summer academy) needed.
- Parents do not see the need for extended time-on-task, therefore, we have low attendance. Any suggestions for improving the academy would be appreciated.
- Paid time for teachers to prepare. All materials sent at one time.
- Ample time is needed for all involved to think, plan and implement prior to the start of summer school.
- More training sessions are needed and more contact persons need to be available.

- Improvements in the program would or should include more staff development to assist instructional staff in assessment and implementation procedures.
- My recommendation for improving the Exit Skills Summer Learning Academies would be the following:
  - Children should be required to show mastery of one language arts, science and math skill in each area per week.
  - Related field trips should be incorporated in the Exit Skills Summer Learning Academies Program.
  - More incentives should be given to the students to encourage perfect attendance, outstanding citizenship and excellent scholarship.
- Start preparation and in-service sooner, provide supplies, and survey teachers to find out in what skills do students actually need strengthening.
- Extra funding should be provided for schools involved in busing.

Teachers' Perceptions of the Exit Skills Summer Learning Academies

One hundred forty-eight teachers responded to the Staff Perception Survey. Over 90% of the teachers surveyed were regular staff members in the building (see Table 7).

Table 7

Number and Percent of ESSLA Teachers Working In Their Regular Building

	Response		
	Yes	No	Total
	N (%)	N (%)	N
Are you a regular staff member in this building?	108 (90.8)	11 (9.2)	119

Teachers were asked to indicate grades taught during the Exit Skills Summer Learning Academies. Twenty-eight (20.0%) teachers reported Kindergarten. Forty-seven (34.3%) teachers reported Grade 1 and forty-two (30.0%) reported Grade 2. Fourteen (10.0%) reported Grade 3 and above, which were grades not included in the Exit Skills Summer Learning Academies (see Table 8).

Table 8

Number and Percent of Teachers at Each Grade/Program

Grades Taught	Teachers	
	N	(%)
Pre-K, EDK	3	(2.1)
K	28	(20.0)
1	48	(34.3)
2	42	(30.0)
3 and above	14	(10.0)
Split-grades (K-4)	3	(2.1)
Reading Recovery	1	(0.7)
Jumpstart	1	(0.7)
Total	140	(99.9)*

*Total does not equal 100 due to rounding.

Item 22A asked teachers, "How many Exit Skills Summer Learning Academies students are enrolled in your class?" The highest number of teachers, twenty-three (16.4%) reported ten. Over 42 percent of the teachers who responded had a class size of ten or less. About 83 percent reported a class size of fifteen or less (see Table 9).

Table 9

Number and Percent of Teachers Reporting Student Enrollment Class Size

"How many Exit Skills Summer Learning Academies' students are enrolled in your class?"

Class Size	Number of Teachers	Percent of Teachers	Cumulative Percent
2	1	0.7%	0.7%
4	1	0.7%	1.4%
5	4	2.9%	4.3%
6	5	3.6%	7.9%
7	3	2.1%	10.0%
8	9	6.4%	16.4%
9	13	9.3%	25.7%
10	23	16.4%	42.1%
11	14	10.0%	52.1%
12	18	12.9%	65.0%
13	6	4.3%	69.3%
14	5	3.6%	72.9%
15	14	10.0%	82.9%
16	4	2.9%	85.8%
17	5	3.6%	89.4%
18	4	2.9%	92.3%
20	2	1.4%	93.7%
21	1	0.7%	94.4%
23	2	1.4%	95.8%
24	2	1.4%	97.2%
32	2	1.4%	98.6%
39	1	0.7%	99.3%
40	1	0.7%	100.0%

Item 22B asked teachers, "How many of the Exit Skills Summer Learning Academies' students in your class were taught by you during the 1997-98 school year?" Fifty-eight teachers (41.4%) reported zero (see Table 10).

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Table 10

Number and Percent of ESSLA Teachers vs. Number of Students Previously Taught

"How many of the Exit Skills Summer Learning Academies' students in your class were taught by you during the 1997-98 school year?"

Number of Students	Number of Teachers	Percent of Teachers	Cumulative Percent
0	58	41.4%	41.4%
1	5	3.6%	45.0%
2	7	5.0%	50.0%
3	6	4.3%	54.3%
4	9	6.4%	60.7%
5	6	4.3%	65.0%
6	7	5.0%	70.0%
7	4	2.9%	72.9%
8	9	6.4%	79.3%
9	4	2.9%	82.2%
10	5	3.6%	85.8%
11	4	2.9%	88.7%
12	3	2.1%	90.8%
13	3	2.1%	92.9%
15	3	2.1%	95.0%
16	2	1.4%	96.4%
19	1	0.7%	97.1%
20	1	0.7%	98.8%
22	1	0.7%	99.5%
23	1	0.7%	99.2%
30	1	0.7%	99.9%*

*Total does not equal 100 percent due to rounding.

Table 11 summarizes the Teachers' Perceptions of the Exit Skills Summer Learning Academies survey responses.

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Table 11

Summary of Teachers' Perceptions of the Exit Skills Summer Learning Academies

Question #		Response				
		SA	A	D	SD	Total
		N (%)	N (%)	N (%)	N (%)	N
1.	Overall, the teachers in this school seem to feel that they have received sufficient in-service training to implement the Exit Skills Program.	15 (10.7)	65 (46.4)	49 (35.0)	11 (7.9)	140
2.	I received sufficient in-service training to implement the Exit Skills Program.	26 (18.2)	64 (44.8)	45 (31.5)	8 (5.6)	143
3.	Overall, the teachers in this school seem to regard Exit Skills as an important element of student achievement.	35 (24.3)	96 (66.7)	10 (6.9)	3 (2.1)	144
4.	I regard Exit Skills as an important element of student achievement.	54 (37.0)	85 (58.2)	5 (3.4)	2 (1.4)	146
5.	Overall, the teachers in this school seem to feel that the Exit Skills Summer Academy will result in improved achievement.	27 (19.1)	82 (58.2)	30 (21.3)	2 (1.4)	141
6.	I feel that the Exit Skills Summer Academy will result in improved achievement.	25 (18.4)	96 (70.6)	13 (9.6)	2 (1.5)	136
7.	Overall, teachers in this school seem to feel that they have supplies on hand to insure the smooth operation of the Exit Skills Summer Academy.	21 (15.9)	81 (61.4)	18 (13.6)	12 (9.1)	132
8.	I have supplies on hand to insure the smooth operation of the Exit Skills Summer Academy.	34 (25.2)	80 (59.3)	15 (11.1)	6 (4.4)	135
9.	Overall, the teachers in this building seem to be supportive of the Exit Skills Summer Academy.	30 (22.2)	94 (69.6)	7 (5.2)	4 (3.0)	135

Table 11

Summary of Teachers' Perceptions of the Exit Skills Summer Learning Academies (Continued)

Question #		Response				
		SA	A	D	SD	Total
		N (%)	N (%)	N (%)	N (%)	N
10.	I am supportive of the Exit Skills Summer Academy.	49 (35.3)	83 (59.7)	5 (3.6)	2 (1.4)	139
11.	Parents received sufficient advance notification about the Exit Skills Summer Academy.	37 (27.8)	64 (48.1)	24 (18.0)	8 (6.0)	133
12.	Students received sufficient advance notification about the Exit Skills Summer Academy.	32 (24.1)	70 (52.6)	24 (18.0)	7 (5.3)	133
13.	I received sufficient advance notification about the Exit Skills Summer Academy.	42 (31.1)	75 (56.6)	12 (8.9)	6 (4.4)	135
14.	Parents support the Exit Skills Summer Academy.	16 (12.5)	90 (70.3)	17 (13.3)	5 (3.9)	128
15.	The staff is satisfied with the overall Exit Skills Program.	11 (8.4)	74 (56.5)	37 (28.2)	9 (6.9)	131
16.	Staff morale is very good at this school.	34 (25.4)	82 (61.2)	15 (11.2)	3 (2.2)	134
17.	This school is neat, bright, clean and comfortable.	44 (33.1)	54 (42.9)	24 (18.0)	8 (6.0)	133

Importance of Exit Skills. When teachers were asked to indicate if they regard Exit Skills as an important element of student achievement (Item 4), 95.2% responded "Strongly Agree" or "Agree". This contrasts with 91.0% responding similarly to item 3 when asked about their colleagues, "Overall, the teachers in this school seem to regard Exit Skills as an important element in student achievement".

Student achievement. Eighty-nine percent felt that the ESSLA would result in improved achievement (Item 6), whereas only 77.3% felt that their peers were of the same opinion (Item 5).

Sufficient supplies. When asked if there are supplies on hand to insure the smooth operation of the ESSLA, 84.5% of the teachers responded favorably (Item 8). Yet, only 77.3% said that they feel overall, the teachers in their school have sufficient supplies (Item 7).

Teacher support. Ninety-five percent of the teachers surveyed are supportive of the ESSLA. In fact, forty-nine (35.3%) responded "Strongly Agree" when asked, "I am supportive of the Exit Skills Summer Learning Academies" (Item 10). Item 9 asked, "Overall, the teachers in this building seem to be supported of the Exit Skills Summer Learning Academies". Thirty (22.2%) reported "Strongly Agree" and ninety-four (69.6%) reported "Agree". More than four out of five teachers (82.8%) feel that the parents are in support of the ESSA (Item 14). Nearly two of three teachers (64.9%) feel that the staff is satisfied with the overall Exit Skills Program (Item 15).

Advance notification. When teachers were asked, "Did you receive sufficient advance notification about the Exit Skills Summer Learning Academies?" in item 13, 87.7% reported "Strongly Agree" or "Agree". Slightly over three-fourths (75.9%) felt that parents were given sufficient advance notification (Item 11). Similarly, slightly over three-fourths (76.7%) felt that students were given sufficient advance notification (Item 12).

School environment. Seventy-six percent of the teachers reported "Strongly Agree" or "Agree" when asked, "This school is neat, bright, clean and comfortable" (Item 17). Substantially more, 86.6%, felt that the morale is very good at their school (Item 16).

In-service training. Over 95% of the teachers attended at least one Exit Skills training session. Nearly five percent of the teachers did not attend any Exit Skills training sessions. The average number of training sessions was 2.5 (see Table 12). Slightly over half (52.9%) of the teachers viewed the Exit Skills tape (see Table 13).

Table12

Number of Training Sessions Attended by ESSLA Teacher

Question 18: How many Exit Skills training sessions have you attended?		
Sessions Attended	Number	Percent
0	6	4.6%
1	44	33.6%
2	57	43.5%
3	15	11.5%
4	3	2.3%
5 or more	6	4.6%

Teachers were asked, "To what degree did the training sessions assist you in understanding the Exit Skills Program?" Forty-eight (36.1%) responded "Quite A Bit" and fifty-three (39.8%) responded "Somewhat" (see Table 14). Twenty-one teachers (27.3%) said

"Not at All" when asked, "To what degree did the videotape assist you in understanding the Exit Skills Program?"

Table 13

Number and Percent of ESSLA Teachers Viewing the Exit Skills Video

Item	Question	Responses		
		Yes	No	Total
		N (%)	N (%)	N
20	Have you viewed the Exit Skills tape?	73 (52.9)	65 (47.1)	138

Table 14

Teacher's Perceptions of the Value of the ESSLA In-service Training

Question #		Response				
		Quite A Bit	Somewhat	A Great Deal	Not at All	Total
		N (%)	N (%)	N (%)	N (%)	N
19.	To what degree did the training sessions assist you in understanding the Exit Skills Program?	48 (36.1)	53 (39.8)	21 (15.8)	11 (8.3)	133
21.	To what degree did the videotape assist you in understanding the Exit Skills Program?	9 (11.7)	45 (58.4)	2 (2.6)	21 (27.3)	77

Weaknesses. Teachers were also asked to list one major weakness of the Exit Skills Summer Learning Academies. Thirty-six (24.7%) reported that there were too many objectives for such a short period of time. Fourteen (9.6%) indicated that there should be more in-service training in order to implement a successful program. Nine teachers (6.2%) mentioned students had poor attendance and nine (6.2%) also reported that some of the materials were too difficult. Three teachers (2.1%) felt that trying to use materials in another teachers' classroom presented a problem.

Strengths. Teachers were asked to consider one major strength of the Exit Skills Summer Learning Academies. Forty-four (30.1%) felt that smaller groups provided more one-on-one instruction. Thirty-seven (25.3%) reported that the materials, assessment packages, and the hands-on packets were excellent. Of the 146 teachers, twenty-two (15.0%) reported student improvement was a major strength.

Recommendations. Question 25 asked, "What are your recommendations for improving the Exit Skills Summer Learning Academies?" The responses are as follow:

- More time for preparation and instruction.
- More in-service training.
- Appropriate materials before the program begins.
- Student attendance must be improved for success.
- Add more trips and recreational activities to the curriculum that relates to the Exit Skills.
- The program should include summer counseling, a social worker, a speech therapist, and other needed support services. Especially for high need students.
- Teachers should receive more instruction or in-service directed toward assessment and evaluation.
- All students should go to school all summer.
- Each child's performance or academics skills should be programmed into a computer to lighten the paper work.
- Keep the math and science the same quality. Teachers should be allowed to teach in their own classroom where possible.
- Try to improve the lunch sandwiches.
- Less paper.
- A realistic curriculum. If a student is attending the summer academy, they are probably not working up to grade level. Grade level materials may not be helpful.
- A list of the student's strengths and weaknesses should be given to the Exit Skills teacher.
- The Kindergarten Progress Report, the Exit Skills Record Book, and the Assessment Packet should all be correlated.
- Additional resources besides the Houghton Mifflin series.
- Four days per week is just not enough time. This should be extended to five days per week.
- Classes should not have more than eight (8) students.
- Select one skill per week and really focusing on that skill would be more effective than trying to do so much in a short period of time.
- Concentration should be on language arts, math and science.
- Have a class for pure enjoyment of reading and getting children motivated to read for fun and pleasure.
- Design something to reward children who make an effort to perform and participate in class.

- Requiring one teacher to instruct in four areas creates a great deal of pressure and requires quite a lot of preparation time beyond the summer school day. The hot weather slowed the momentum.

Conclusions

A review of the data indicates that the staff and parents would like the Exit Skills Summer Learning Academies to continue. However, teachers were concerned about excessive paper work, limited in-service training, and the need for additional support staff.

Parents were greatly concerned about the length of time the program was offered.

Administrators indicated that the materials did arrive late and the reduction of staff pay lessened the interest of teachers.

Teachers, parents and administrators were pleased that the program allowed for individualized instruction.

Recommendations

The in-service training and the program should be extended over a longer period of time. Preparation should begin earlier in the year. Parents need more advanced notification of the ESSLA. Other factors consist of allowing all students to participate and not limiting it to those with the greatest academic need. Parents expressed a concern for more homework and more academic materials are needed. Lunch menus should be improved so those students will eat a balanced meal. Teachers and staff should be paid their regular salary during the summer. The number of days of student attendance needs to be increased and incentives should be provided for students. Methods of student mastery should be revised and field trips incorporated in the Exit Skills Summer Learning Academies.

APPPENDIX

Detroit Public Schools
Office of Research, Evaluation and Assessment

PARENTS' PERCEPTIONS
OF THE
EXIT SKILLS SUMMER ACADEMY

Directions: **The Exit Skills Summer Academy provides students with extra instruction. Statements about the program are presented below. Read each statement. If you think the statement is true, circle "Yes". If you think the statement is <u>not</u> true, circle "No".**

Please return your completed survey to your child's teacher by June 30, 1998.

1.	I received sufficient advance notification about the Exit Skills Summer Academy.	Yes	No
2.	I understand the purpose of the Exit Skills Summer Academy.	Yes	No
3.	This program is helping my child improve his/her academic skills.	Yes	No
4.	I am pleased my child is enrolled in this program.	Yes	No
5.	I understand why my child must meet the Exit Skills.	Yes	No
6.	Parental support is necessary to insure the successful operation of the Exit Skills Program.	Yes	No
7.	Other parents and community members believe children need to attain Exit Skills.	Yes	No
8.	Other parents and other community members seem to be supportive of the Exit Skills Program.	Yes	No

9. What do you like best about the Exit Skills Summer Academy?

_____

_____

10. What do you like least about the Exit Skills Summer Academy?

_____

_____

Detroit Public Schools
Office of Research, Evaluation and Assessment

STAFF PERCEPTIONS
OF THE
EXIT SKILLS SUMMER ACADEMY

School _____ Grade(s) Taught: _____

Position: (check one)

[ ] Administrator [ ] Teacher

Teachers must complete this survey and return it to the principal on or before July 1, 1998. Administrators must complete this survey and return with all teachers' surveys to the Office of Research, Evaluation and Assessment on or before July 3, 1998.

Are you a regular staff member in this building? (circle) Yes No

DIRECTIONS: PLEASE CIRCLE ONE RESPONSE FOR EACH STATEMENT.

SA = Strongly Agree : You strongly agree with the statement.
A = Agree : You agree more than you disagree.
D = Disagree : You disagree more than you agree.
SD = Strongly Disagree: You strongly disagree with the statement.

1.	Overall, the teachers in this school seem to feel that they have received sufficient in-service training to implement the Exit Skills Program.	SA	A	D	SD
2.	I received sufficient in-service training to implement the Exit Skills Program.	SA	A	D	SD
3.	Overall, the teachers in this school seem to regard Exit Skills as an important element of student achievement.	SA	A	D	SD
4.	I regard Exit Skills as an important element of student achievement.	SA	A	D	SD
5.	Overall, the teachers in this school seem to feel that the Exit Skills Summer Academy will result in improved achievement.	SA	A	D	SD

6.	I feel that the Exit Skills Summer Academy will result in improved achievement.	SA	A	D	SD
7.	Overall, teachers in this school seem to feel that they have supplies on hand to insure the smooth operation of the Exit Skills Summer Academy.	SA	A	D	SD
8.	I have supplies on hand to insure the smooth operation of the Exit Skills Summer Academy.	SA	A	D	SD
9.	Overall, the teachers in this building seem to be supportive of the Exit Skills Summer Academy.	SA	A	D	SD
10.	I am supportive of the Exit Skills Summer Academy.	SA	A	D	SD
11.	Parents received sufficient advance notification about the Exit Skills Summer Academy.	SA	A	D	SD
12.	Students received sufficient advance notification about the Exit Skills Summer Academy.	SA	A	D	SD
13.	I received sufficient advance notification about the Exit Skills Summer Academy.	SA	A	D	SD
14.	Parents support the Exit Skills Summer Academy.	SA	A	D	SD
15.	The staff is satisfied with the overall Exit Skills Program.	SA	A	D	SD
16.	Staff morale is very good at this school.	SA	A	D	SD
17.	This school is neat, bright, clean and comfortable.	SA	A	D	SD

18. How many Exit Skills training sessions have you attended? _____

19. To what degree did the training sessions assist you in understanding the Exit Skills Program?

[ ] Not at All [ ] Somewhat [ ] Quite a Bit [ ] A Great Deal

20. Have you viewed the Exit Skills video tape?

Yes [ ] No [ ]

21. To what degree did the video tape assist you in understanding the Exit Skills Program?

[ ] Not at All [ ] Somewhat [ ] Quite a Bit [ ] A Great Deal

22. Only Exit Skills Summer Academy Teachers should answer the following questions.

a. How many Exit Skills Summer Academy students are enrolled in your class? _____

b. How many of the Exit Skills Summer Academy students in your class were taught by you during the 1997-98 school year? _____

OPEN-END QUESTIONS

23. What do you consider to be one major weakness of the Exit Skills Summer Academy? (Use back of page if more space is required.)

_____

_____

_____

24. What do you consider to be one major strength of the Exit Skills Summer Academy? (Use back of page if more space is required.)

_____

_____

_____

25. What are your recommendations for improving the Exit Skills Summer Academy?

_____

_____

_____